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ABSTRACT

This report covers the 1974-1975 extension of the Elementary and Secondary Education Act (ESEA) Title VII Milwaukee Bilingual Education Program which began as a five-year project in September 1969. The program was initiated to develop a bilingual curriculum for schools with Spanish-American populations. Federal legislation, which supports the Milwaukee program, was designed to meet the special needs of children who have limited English proficiency and who come from environments where the dominant language is other than English. In order for Spanish-background children to become more broadly-educated adults, they must be afforded educational opportunities at least equal to those available to other children. Bilingual education was and is considered to be a basic and essential framework to provide these opportunities. The total bilingual program had three main components. They were an elementary program, a secondary school program, and inservice training for staff. This report describes each of these programs along with the specific objectives and the findings on which the evaluation was based. (Author/DEP)

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1974-1975

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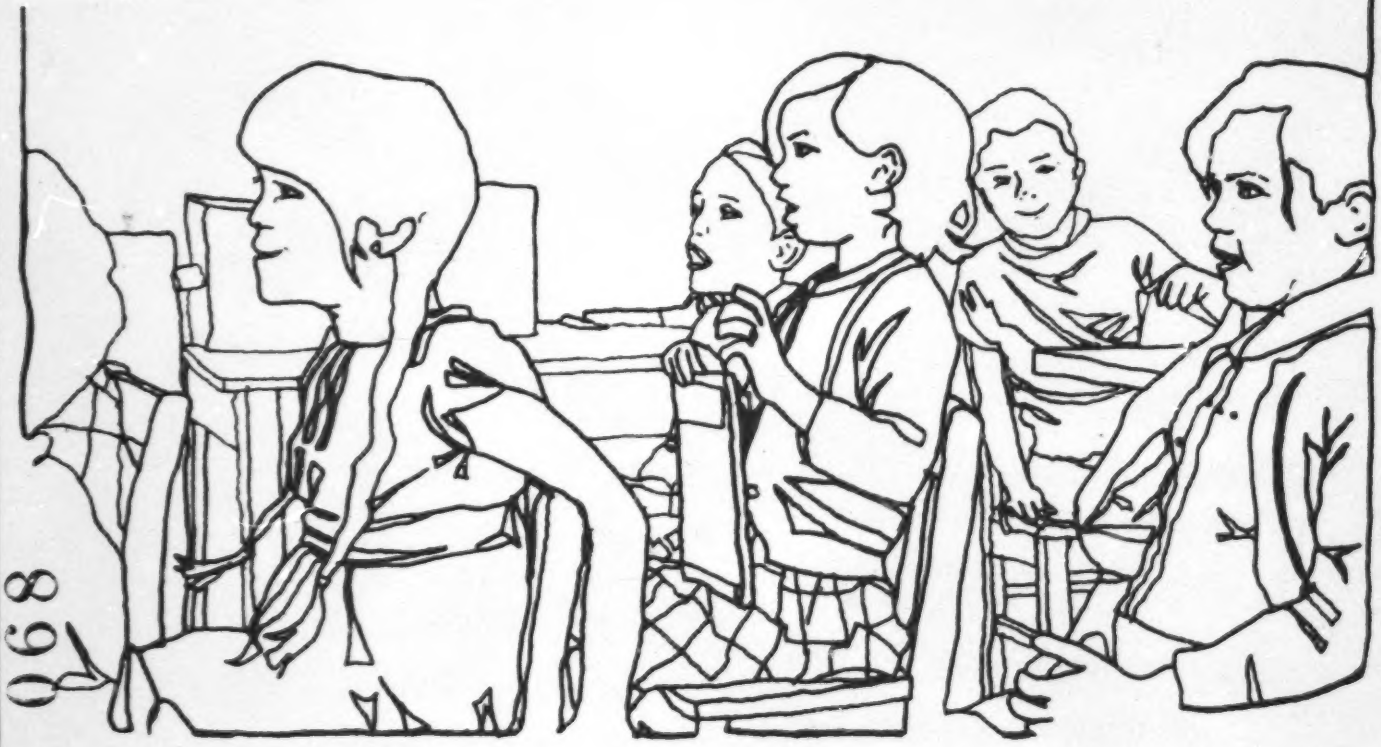

TM005 068

DIVISION OF PLANNING AND
LONG-RANGE DEVELOPMENT

DEPARTMENT OF EDUCATIONAL RESEARCH
AND PROGRAM ASSESSMENT

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INTRODUCTION

This report covers the 1974-1975 extension of the ESEA Title VII Milwaukee Bilingual Education Program which began as a five-year project in September 1969. The program was initiated to develop a bilingual curriculum for schools with Spanish-American populations. Federal legislation, which supports the Milwaukee program, was designed to meet the special needs of children who have limited English proficiency and who come from environments where the dominant language is other than English. In order for Spanish-background children to become more broadly-educated adults, they must be afforded educational opportunities at least equal to those available to other children. Bilingual education was and is considered to be a basic and essential framework to provide these opportunities.

The Milwaukee Bilingual Program expanded over time, supported by ESEA Titles I and VII and the Milwaukee Public Schools. During the 1974-1975 school year, the Milwaukee Bilingual Education Program served a total of 1,212 students (644 elementary and 568 secondary pupils) at 15 schools. Of these, 676 students were in Title VII funded classes at four schools: Vieau Elementary School, Kosciuszko Junior High School, Lincoln Junior-Senior High School, and South Division High School. This report focuses only upon the Title VII program components in these schools.

The first Spanish-speaking families to come to Milwaukee in sizeable numbers were Mexicans who were attracted by the availability of factory and foundry jobs

after the first World War. They settled primarily on the south of an industrial valley bisecting the downtown area. A second immigration of Spanish-speaking families to Milwaukee came after World War II with the migration of Puerto Ricans seeking industrial employment. They established themselves north of the valley. Subsequently, members of both groups continued to come to Milwaukee to be joined by Mexican-Americans from the southwest who stayed to seek employment following migrant work on Wisconsin farms and Cubans who emigrated following the revolution in their country.

However, these previously established settlement patterns no longer exist although the greater part of the Hispanic population lives on the near south and north sides of the city. Spanish-Americans, just as the other ethnic groups who preceded them, are increasingly dispersing throughout the entire Milwaukee metropolitan area.

While the dispersal of Spanish-Americans to some extent indicates integration into the community at large, there co-exists a feeling of ethnicity, of identification by national groups and with all Spanish-Americans in general. This feeling of ethnicity and identification has been growing steadily over the past few years with the result that Spanish-speaking families who previously might have subscribed to the "melting pot" theory have instead come to prize more highly those qualities which make them unique. Many Spanish-Americans believe that one can enter into the United States mainstream seeking out the social, cultural, educational, and economic aspects which are useful and pertinent while maintaining their unique heritage. This desire to retain cultural and linguistic identities has been instrumental in the implementation of a bilingual/bicultural education program and has also helped affect its acceptance and support by the Spanish-American community.

Program Goals

The concerns of the school and of the community were the basis of the educational goals established for the program listed below:

1. To develop a bilingual readiness in Spanish-speaking and English-speaking children

2. To stimulate Spanish-speaking children to understand and communicate in English

3. To cultivate in Spanish-speaking pupils a pride in their native language and culture and a more positive self-image as they make the transition to another culture and language

4. To enable Spanish-speaking and English-speaking pupils, by the end of Grade 6, to achieve such general proficiency that they can pursue their studies with about equal ease in English and Spanish

5. To promote in the English-speaking children a personal awareness and respect for the cultural values of the Spanish-speaking people

6. To motivate English-speaking children to communicate in Spanish and to develop the skills to do so

7. To enable English-speaking pupils to achieve sufficient skills in Spanish so that, at the end of Grade 6, they will have attained Level 1 proficiency (the amount of learning that takes place in one year of high school instruction in Spanish)

8. To enable the pupils in the above classes to progress in school with minimal retention so that, by the end of Grade 6, they will reach grade-level achievement in all their subjects

9. To promote mutual understanding and respect between the Spanish-speaking pupils and the English-speaking pupils through interaction as they help with each other's language

10. To increase the Spanish-speaking pupil's self-concept and pride in his own cultural background at the same time he is learning to appreciate and esteem a new culture

11. To foster in the English-speaking pupils an appreciation of the contributions of the Spanish-speaking pupils

12. To increase the newly-arrived Spanish-speaking pupil's confidence by providing him with a content course which he can immediately understand

13. To motivate parents to become more involved in the educational process and to become more aware of communication channels that exist between home and school (especially through members of the Advisory Committee and the Bilingual Student Advisor)

14. To help teachers, principals, and counselors better understand and appreciate their Spanish-speaking pupils' potential and their cultural background

These goals were, in turn, made more explicit and refined by program and supervisory staff to become objectives for each class and subject taught bilingually.

In the Milwaukee program, biculturalism was part of bilingual education for the purpose of reinforcing the Spanish-background student's pride in his heritage and enhancing his self-image. Various aspects of Hispano-American culture were explored, both in formal class situations and in extra-curricular projects, at the elementary as well as the secondary level. These included music, dancing, art, and literature; folklore, food, and traditions; and historically-important people and events.

The total bilingual program had three main components. They were an elementary program, a secondary school program, and inservice training for staff. The report which follows describes each of these programs along with the specific objectives and the findings on which the evaluation was based.

ELEMENTARY SCHOOL PROGRAM

Instructional Program

Vieau Elementary School, which had Title VII funded bilingual fifth and sixth grades during the 1974-1975 school year, has had a bilingual program since 1969, the year of the program's inception in Milwaukee. The program was started at the kindergarten and lower primary level. Subsequently, one grade level was added each year so that, by the end of the 1974-1975 academic year, Vieau had bilingual grades from kindergarten through the sixth grade. A bilingual seventh grade will be added in the 1975-1976 school year.

The primary/elementary curriculum in the Vieau Bilingual Program was based on regular Milwaukee Public Schools guidelines. However, instruction was modified to the extent that all subject matter was presented in both English and Spanish. Also Hispano-American culture material was used, beginning at the kindergarten level. Although both English and Spanish were used as media of instruction, whichever was the child's native language was used in intial teaching situations. The second language was introduced gradually on an oral basis when the child entered the program at any one of the grade levels. At all grade levels, each language was used as a bridge to learn the other, with bilingualism as the ultimate goal.

In addition to teachers and aides, the bilingual program staff at Vieau included a reading resource teacher who taught English Language Arts to newly-

arrived and Spanish-dominant pupils and a bilingual resource teacher who focused on curriculum development, assisted teachers in instructional techniques, and maintained a bilingual materials resource center.

Pupil Characteristics

Enrollment in the Bilingual Program was optional. Parents of both Spanish-American and Anglo-American elementary students could enroll their children. However, priority was given to Spanish-monolingual students.

In the fifth and sixth grades, the two grades funded by Title VII, Spanish-speaking students constituted the larger part of the class enrollment as shown in Tables 1 and 2.

TABLE 1

Language Dominance
of Bilingual Program Pupils
Vieau School

Language Dominance	Grade 5		Grade 6	
	Number of Pupils	Percent of Class	Number of Pupils	Percent of Class
Spanish Dominant	10	40	12	50
Spanish Dominant and Bilingual	3	12	2	8
English Dominant	5	20	3	13
English Dominant and Bilingual	5	20	2	8
Completely Bilingual	2	8	5	21
TOTAL CLASS	25		24	

TABLE 2

Ethnic Background
of Bilingual Program Pupils
Vieau School

Ethnic Background	Grade 5		Grade 6	
	Number of Pupils	Percent of Class	Number of Pupils	Percent of Class
Mexican-American	16	64	13	54
Puerto Rican	9	36	9	38
Anglo American	0	0	2	8
Total Latin Population	25	100	22	92
Total Non-Latin Population	0	0	2	8
TOTAL CLASS	25		24	

Comparison Group

Most of the objectives refer to a comparison group. This group was comprised of students at Vieau Elementary School who were also in the fifth and sixth grades. However, while the majority were Spanish-American, all were English dominant or English monolingual.

Evaluation of Program Objectives

Objective 1:

> "Sixth-grade students who have had Spanish Language Arts will have an average score equal to students in a national sample on a standardized Foreign Language Test (Spanish) who have completed level one of a Spanish course."

Instrumentation

To determine if Objective 1 had been met, the Pimsleur Spanish Proficiency Tests, first level, Form A was chosen to be administered to the bilingual sixth

grade in May 1975. According to the test manual, the Pimsleur Spanish Proficiency Tests were designed to measure what is currently being taught in first and second level Spanish courses in the junior and senior high school.

Three of the Pimsleur Spanish Proficiency Tests were given: Speaking, Reading, and Writing. The reading and writing test of each pupil was scored and the proper percentile rank and stanine assigned. The speaking test does not have percentile ranks or stanines; instead, raw score ranges are classified as either "good", "fair", or "poor". The Pimsleur Spanish Proficiency Test was designed to evaluate the attainment of Level 1 objectives (linguistic understandings) of Anglo junior and senior high school students taking Spanish as a second language. These objectives are the basic language concepts in both expression and content structure of the language, regardless of the specific curriculum or learning program.

To test comprehension ability, the Common Concepts Foreign Language Test (Spanish) was also administered in May 1975. It was chosen because it tests aural comprehension without requiring the use of reading by the student. In this test, the basic approach was the presentation of a stimulus sentence which was heard in the foreign language. The student's task was to identify the one picture of four which illustrated the spoken sentence. In this way, he indicated his understanding of the sentence he heard. The stimulus sentences called for recognition of details in the pictures representing elements in the common environment.

Findings

Table 3 presents data from testing in May 1975 with the Pimsleur Spanish Proficiency Tests. Students in the program had average percentile ranks of 85,

83, and 92 in reading, writing, and comprehension, respectively. This indicates that the program students, on the average, exceeded the average of the national standardization sample by a wide margin on each of the subtests.

TABLE 3

Student Performance
on the Pimsleur Proficiency Test (Spanish)
and Common Concepts Foreign Language Test
Bilingual Grade 6, Vieau School

Test	Number of Pupils	Mean Raw Score	Percentile Rank	Stanine
Pimsleur Reading Test	22	20.8	85	7
Pimsleur Writing Test	22	41.6	83	7
Common Concepts Test (Comprehension)	19	75.6	92	8

		Number and Percent of Those Scored as "Good"		Number and Percent of Those Scored as "Fair"	
Pimsleur Speaking Test	22	19	86.4%	3	13.6%

Conclusion

The obtained high schievement was consistent with the fact that the bilingual sixth grade at Vieau contained only three pupils who were English dominant, and these have been in the program since its inception in 1969. The remaining students are either bilingual or Spanish dominant.

Objective 2:

> "The average score of the bilingual classes will equal the average score of the comparison classes on a school attitude questionnaire at each of the grade levels."

Instrumentation

Grades 5 and 6 bilingual and comparison classes completed a School Attitude Questionnaire in March 1975. This questionnaire, intended for grades four to six, was available in both English and Spanish. Pupils completed the instrument in the language they preferred.

Findings

Table 4 presents data from the School Attitude Questionnaire given in March 1975. The results show that the average attitude scores are very similar between the bilingual and comparison groups when both grades are considered together. When the classes are considered separately, the fifth-grade bilingual class scored higher than the comparison class whereas this result was reversed at the sixth-grade level. However, none of these differences are statistically significant at the .05 level of confidence (the differences very likely were due to chance factors).

TABLE 4

School Attitude Scores
Bilingual and Comparison Classes
Grades 5 and 6
Vieau School, March 1975

	Number of Pupils	Mean	SD	Difference Between Means	t
Grade 5 Bilingual Class	17	112.9	9.9	8.2	2.15
Grade 5 Comparison Class	14	104.7	10.5		
Grade 6 Bilingual Class	23	107.2	11.7	7.5	2.31
Grade 6 Comparison Class	12	114.7	6.9		
Grades 5 and 6 Bilingual Classes	40	109.6	11.2	.3	.1
Grades 5 and 6 Comparison Classes	26	109.3	10.2		

Conclusion

A score of 100-138 indicates a positive response to school environment. All groups averaged scores in the positive range.

Objective 3:

> "The average score of the fifth-grade bilingual class will equal or exceed the average score of the comparison class in English Language Arts and Mathematics."

Instrumentation

To determine if the above objective was met, the Metropolitan Achievement Test, Intermediate Level, was administered as a pretest (Form G) in October 1974

and as a posttest (Form F) in May 1975 to both bilingual and comparison classes in the fifth grade. For English Language Arts, the subtests used were Word Knowledge and Reading; for Math, the subtests were Math Computation, Math Concepts, and Problem Solving.

Findings

Table 5 below presents data for this objective. Pre and posttest total score means are reported in standard scores.

TABLE 5

Fifth Grade
Comparison of Reading and Mathematics Test Performance
of Bilingual and Non-Bilingual Groups
Metropolitan Achievement Tests

		Total Reading			Total Mathematics		
		Pre	Post	Gain	Pre	Post	Gain
Bilingual	Mean	56.4	64.1	7.7	73.2	81.9	8.7
	Number of Pupils	17			15		
Non-Bilingual	Mean	70.4	75.3	4.9	79.7	83.0	3.3
	Number of Pupils	12			11		

In both reading and math, the bilingual class average was lower than the comparison class average, although only slightly lower in mathematics. There was a considerable difference in favor of the comparison group on the pre scores.

Conclusion

When the average gains between pre and posttesting are examined, the bilingual class had an average gain in reading of 7.7 points compared to an average gain of 4.9 for the comparison group. Similarly in the area of math, the

bilingual group had an average gain of 8.7 points compared to an average gain of 3.3 points for the comparison group. Technically, the objective was not met. However, the comparative rates of gain were favorable for the bilingual classes.

Objective 4:

> "The average test score of sixth-grade bilingual classes will equal or exceed the average score of the comparison class in English Language Arts and Mathematics."

Instrumentation

The data were generated from pre and posttesting with the Iowa Test of Basic Skills, October 1974 and April 1975, respectively. The subtests administered in the English Language Arts component were Vocabulary, Reading Comprehension, and Language Skills (including Spelling, Capitalization, Punctuation, and Usage). The math component subtests were Arithmetic Concepts and Arithmetic Problem Solving. The scores are reported in terms of mean grade equivalents.

Findings

Table 6 presents data on the attainment of this objective.

TABLE 6

Comparison of Sixth Grade
Bilingual and Comparison Group Performance
on the Iowa Tests of Basic Skills

	Grade Equivalent Scores							
	Bilingual				Comparison			
	N	$\bar{X}$	SD	Gain	N	$\bar{X}$	SD	Gain
Vocabulary								
Pre	12	4.4	1.4		10	4.7	1.2	
Post	12	5.2	1.4	0.8	10	5.1	1.5	0.4
Reading								
Pre	12	4.4	1.3		12	4.6	1.1	
Post	12	4.8	1.5	0.4	12	5.2	0.9	0.6
Language								
Pre	12	3.9	1.1		12	4.3	0.8	
Post	12	4.6	1.3	0.7	12	5.1	0.9	0.8
Arithmetic								
Pre	12	5.4	0.8		12	4.2	0.5	
Post	12	5.9	0.9	0.5	12	5.0	0.6	0.8

Conclusion

An examination of the table shows that the bilingual class had higher post-test scores than the comparison group in the areas of vocabulary and arithmetic. The question of the initial differences between the two groups is dealt with somewhat by looking at average gains. As might be expected, the bilingual group had a higher average gain in the area of vocabulary than the comparison group (.8 to .4, respectively). The gain in reading and language were similar for the two groups. The comparison group gained slightly more on the average than the bilingual group in arithmetic. The small number of pupils preclude the drawing of any save tentative conclusions.

SECONDARY SCHOOL PROGRAM

Instructional Program

Kosciuszko Junior High School has offered its Latin students bilingual/bicultural courses since 1974. Included in the curriculum during the 1974-1975 academic year were two programs, Bilingual Reading and Spanish for Spanish Speakers. The Bilingual Reading project was intended to help newly-arrived students learn to read English and to enable other Spanish-dominant pupils to upgrade their English reading skills. Spanish for Spanish Speakers was designed to increase proficiency in speaking, reading, writing, and comprehending Spanish.

At South Division High School, bilingual programs have been in existence since 1969. In 1974-1975, a variety of courses was offered including Hispano-American Culture, Language, and History, United States History, Urban Studies, Personal Economics, and Sociology, as well as Bilingual Reading and Spanish for Spanish Speakers. These subjects were established on a bilingual basis to enable Spanish-background students to take both required and elective subjects in an atmosphere more relevant to their needs and abilities and more conducive to their success.

The Bilingual Reading project at South Division High School and Kosciuszko Junior High School and Spanish for Spanish Speakers at South Division were evaluated for the 1974-1975 school year. This section of the report presents the major objectives and findings.

Pupil Characteristics

Bilingual classes were elective for both junior and senior high school students. As is the practice in elementary schools, preference in class enrollment was given to monolingual Spanish speakers. Other students who had the required Spanish language fluency could enroll in bilingual courses; however, few enrolled. According to bilingual teachers and guidance counselors, lack of fluency and insufficient classroom space were the primary reasons for the small enrollment of Anglo-American students in bilingual courses.

At Kosciuszko Junior High School, three students or 4.5 percent of the Bilingual Reading Center were Anglo-American. The ethnic population at South Division High School was completely Spanish-American in both the Bilingual Reading Center and Spanish for Spanish Speakers. See Table 7.

TABLE 7

Ethnic Background
of Bilingual Program Pupils

Ethnic Background	Kosciuszko		South Division			
	Bilingual Reading		Spanish for Spanish Speakers*		Bilingual Reading*	
	Number of Pupils	Percent of Class	Number of Pupils	Percent of Class	Number of Pupils	Percent of Class
Mexican-American	27	40.3	31	55.4	73	56.2
Puerto Rican	25	37.3	24	42.8	44	33.8
Costa Rican	1	1.5	0	0	2	1.5
Cuban	1	1.5	1	1.8	1	.8
American Indian	1	1.5	0	0	0	0
Anglo-American	2	3.0	0	0	0	0
Unknown	10	14.9	0	0	10	7.7
TOTAL CLASS	67		56		130	

* Eighteen pupils were in both Spanish for Spanish Speakers and Bilingual Reading.

With regard to the language dominance pattern, the majority of the students were Spanish dominant or Spanish dominant and bilingual. See Table 8.

TABLE 8

Language Dominance
of Bilingual Program Pupils

Language Dominance	Kosciuszko		South Division			
	Bilingual Reading		Spanish for Spanish Speakers*		Bilingual Reading*	
	Number of Pupils	Percent of Class	Number of Pupils	Percent of Class	Number of Pupils	Percent of Class
Spanish Dominant	9	13.4	8	14.3	45	34.6
Spanish Dominant and Bilingual	29	43.3	9	16.1	10	7.7
English Dominant	9	13.4	34	60.7	16	12.3
English Dominant and Bilingual	7	10.4	5	8.9	6	4.6
Completely Bilingual	3	4.5	0	0	42	32.3
Unknown	10	15.0	0	0	11	8.5
TOTAL CLASS	67		56		130	

* Eighteen pupils were in both Spanish for Spanish Speakers and Bilingual Reading.

Spanish-dominant and completely bilingual students predominated in the reading center and, although most pupils in the Spanish for Spanish Speakers classes were English dominant, all were sufficiently fluent to be admitted to the course.

Evaluation of Program Objectives

Objective 1:

> "Students enrolled in the Bilingual Reading Center at Kosciuszko Junior High School will show an average gain between pre and post testing of at least one reading level on a standardized test of reading (in English)."

Instrumentation

The California Achievement Reading Test was administered as a pretest (Form B) and as a posttest (Form A) to determine if the objective had been met. Level 3 (Grades 4-6) of the test was chosen because the students, although at the seventh to ninth grade levels, were either beginning English readers or lacking in grade-level reading skills.

Students who entered the class in September 1974 were pretested that month and October. Those entering the class subsequent to October were pretested in December. All pupils were posttested in June 1975. Because of the pretest time difference, two groups were established with reference to the objective; those pretested in September-October (Group I) and those both pre and posttested were used in determining if the objective had been achieved.

Findings

This objective was achieved. Table 9 shows that Group I achieved a grade equivalent gain of 1.1 from a pretest mean of 3.7 to a posttest mean of 4.8. This is a gain of one year, one month.

TABLE 9

Pre and Posttest Results of Students in the
Bilingual Reading Center Project at Kosciuszko Junior High School
California Achievement Tests, Reading, Level 3

Group	Number of Pupils	Grade Equivalent Scores				
		Pretest		Posttest		Gain
		$\bar{X}$	SD	$\bar{X}$	SD	
Students Pretested September-October 1974	27	3.7	1.4	4.8	1.4	1.1 year
Students Pretested December 1974	6	3.7	1.2	4.3	1.3	.6 year (1.0 pro-rated)

Of the 27 students in Group I, 15 (56 percent) were able to increase grade equivalency in English reading by more than one reading level.

Group II achieved a grade equivalent gain of .6 from a pretest mean of 3.7 to a posttest mean of 4.3. This is a gain of six months. However, assuming this group would make the same rate of progress during the whole school year, they also meet the criterion.

Conclusion

It should be noted that the Bilingual Reading Center of Kosciuszko did not have the advantage of being taught by one teacher for the entire school year. The regular teacher was absent for the final 16 weeks, the last eight weeks of which was fulltime absence. The objective was achieved for each group, but not for all individuals within the groups.

Objective 2:

> "Students will show a 20 percent improvement in the oral and written use of standard Spanish, as measured by a pre/post test."

This objective was not evaluated for the 1974-1975 school year because of the frequent personnel change (one teacher, three long-term substitutes) and the resultant lack of consistent instructional system.

Objective 3:

> "Students enrolled in the Bilingual Reading project at South Division High School will show an average gain between pre and post testing of at least one reading level on a standardized test of reading (English)."

Instrumentation

To determine if this objective had been met, the California Achievement Reading Test, Level 4 (Grades 6-9) was administered as a pretest (Form A) and posttest (Form B). The few pupils who were tested at Level 3 were not included in the assessment report. The lower level reading tests were chosen because these high school students either had underdeveloped reading skills or were beginning readers of English.

The pupils who were in the Bilingual Reading Program from September 1974 were pretested that month; those who entered the program subsequent to September were pretested in December 1974. Both groups were posttested in May 1975. Because of the three-month pretest time difference, two separate groups were established with reference to the objective, those pretested in September and those pretested in December. In determining whether the objective had been achieved, only the scores of those pupils who were both pre and posttested were used.

Findings

Data for this objective are in Table 10. The average grade equivalent gain for students pretested in September 1974 was 2.4. Thus, the objective was met. (A smaller group of students pretested later in the year also met the objective.)

TABLE 10

Pupil Achievement in the Bilingual Reading Project
at South Division High School on the
California Achievement Tests, Reading, Level 4

Group	Number of Pupils	Grade Equivalent Scores				Gain
		Pretest		Posttest		
		$\bar{X}$	SD	$\bar{X}$	SD	
Students Pretested September 1974	34	5.1	2.3	7.5	2.0	2.4
Students Pretested December 1974	11	6.4	1.1	9.1	1.3	2.7

Of those students pretested in September, 31 of 34 students (91 percent) achieved a gain of at least one grade equivalent. Ten of 11 students pretested in December (91 percent) also achieved at least one grade equivalent.

Conclusion

The objective gain was achieved.

Objective 4:

There was a set of objectives for the Spanish for Spanish Speakers project at South Division High School. The objectives were classified by the initial level of proficiency of the student and the area of achievement.

4. 1. At least 80 percent of the class initially at Level 2 will have a score of at least 70 percent on a speaking test given near the end of the school year.

4. 2. At least 80 percent of the class initially at Level 3 will have a score of at least 85 percent on a speaking test given near the end of the school year.

4. 3. At least 95 percent of the class initially at Level 4 will have a score of at least 95 percent on a speaking test given near the end of the school year.

4. 4. At least 95 percent of the class initially at Level 5 will have all items correct on a speaking test given near the end of the school year.

4. 5. At least 75 percent of the class initially at Level 2 will have a score of at least 25 percent on a writing test given near the end of the school year.

4. 6. At least 75 percent of the class initially at Level 3 will have a score of at least 50 percent on a writing test given near the end of the school year.

4. 7. At least 75 percent of the class initially at Level 4 will have a score of at least 70 percent on a writing test given near the end of the school year.

4. 8. At least 75 percent of the class initially at Level 5 will have a score of at least 85 percent on a writing test given near the end of the school year.

4. 9. At least 75 percent of the class initially at Level 2 will have a score of at least 30 percent on a reading test given near the end of the school year.

4.10. At least 75 percent of the class initially at Level 3 will have a score of at least 30 percent on a reading test given near the end of the school year.

4.11. At least 80 percent of the class initially at Level 4 will have a score of at least 80 percent on a reading test given near the end of the school year.

4.12. At least 80 percent of the class initially at Level 5 will have a score of at least 95 percent on a reading test given near the end of the school year.

4.13. At least 90 percent of the class initially at Level 2 will have a score of at least 70 percent on the Foreign Language Comprehension Test given near the end of the school year.

4.14. At least 90 percent of the class initially at Level 3 will have a score of at least 80 percent on the Foreign Language Comprehension Test given near the end of the school year.

4.15. At least 90 percent of the class initially at Level 4 will have a score of at least 95 percent on the Foreign Language Comprehension Test given near the end of the school year.

4.16. All of the students initially at Level 5 will have all items correct on a Foreign Language Comprehension Test given near the end of the school year.

Instrumentation

The Pimsleur Foreign Language (Spanish) Proficiency Test, first level (A), and the Common Concepts Foreign Language (Spanish) Test were administered to

the four levels of the Spanish for Spanish Speakers (SSS) classes at South Division High School in May 1975. Students were assigned to one of the four levels in the course, not by grade level but according to their proficiency in Spanish.

Eight students who entered classes after mid-November were not included in the assessment. Because testing was done over a period of four days, not all students were present for all four phases of the testing.

Findings

The findings for all of the objectives are summarized in Table 11. Of the 16 objectives established, 11 were met.

TABLE 11

Summary of Data for
Spanish for Spanish Speaking Students
at South Division School

Objectives	Percent of Students Expected To Achieve Criterion	Results		Objective Met	
		Number of Students Tested	Percent Who Achieved Criterion	Yes	No
4. 1	80	6	100	*	
4. 2	80	8	63		*
4. 3	95	8	50		*
4. 4	95	2	100	*	
4. 5	75	11	90	*	
4. 6	75	9	88	*	
4. 7	75	8	75	*	
4. 8	75	4	50		*
4. 9	75	10	100	*	
4.10	75	9	100	*	
4.11	80	7	86	*	
4.12	80	4	25		*
4.13	90	10	100	*	
4.14	90	9	100	*	
4.15	90	8	87	*	
4.16	100	1	0		*

Conclusion

The majority of students tested achieved criterion performance at or above the expected proficiency levels.

BILINGUAL INSERVICE TRAINING PROGRAM

An extensive inservice program was developed by the bilingual education staff to meet the specific needs of bilingual teachers. At intervals throughout the school year, a number of sessions devoted to varied and pertinent topics were presented.

The first session, held in August of 1974, was organized to acquaint both elementary and secondary teachers with the rationale and techniques of bilingual education.

A two-day session in November involved the visit of the following curriculum specialists from the State Department of Public Instruction: Frank Grittner, Foreign Languages; Kenneth Dowling, Science; Arnold Chandler, Mathematics; Michael Hartoonian, Social Studies; Sue Bates, Early Childhood Training; and Clem Baime, Migrant Education. Visits by these members of the Educational Resource Team were made to bilingual classes at Vieau, Kagel, Allen-Field, and Pierce elementary schools. The team also interviewed the bilingual teachers, guidance counselors, and the principals of the schools visited and several members of the supervisory and administrative staff of the Milwaukee Public Schools' Central Office.

The next session, entitled "The Reluctant Learner", was held in February 1975. It was specifically directed to the needs of secondary school social studies teachers.

In March, Dr. Mary Finocchiaro, English as a Second Language (ESL) and bilingual education consultant, spoke to ESL and bilingual teaching staff on the topic, "The ABC's of ESL and Bilingual Education".

The final inservice session took place in June. It was devoted to an evaluation of the Bilingual Program during its first five years and to a general overview of plans for the program for the coming school year.

Inservice sessions for parents of children attending bilingual elementary and secondary classes were also planned by the bilingual education staff for the purpose of familiarizing the parents with the program, its objectives, materials and staff, as well as strengthening the home/school relationship. Scheduled as the first session was an open house at which parents of children in the Bilingual Program visited their children's classrooms and met their teachers and staff of the Milwaukee Bilingual Education Program. Additional meetings which had been scheduled at intervals during the remainder of the school year were deferred to the 1975-1976 academic year because weekly sessions were conducted by the City-Wide Bilingual/Bicultural Advisory Committee for these same parents and for essentially the same purpose.

Objective and Instrumentation

A general objective that inservice workshops will meet the needs and problems of the bilingual staff was assessed by means of a questionnaire which was distributed at the last inservice session.

Findings

The results indicated that the majority of people thought they learned something new at each of the inservice sessions. Fifty percent (N=30) indi-

cated that the sessions had met the respondent's special needs and problems very well; 42 percent indicated their needs had been met a little and eight percent indicated that needs and problems had not been met at all. Several open-ended questions were included to gather ideas for future planning. The most frequent request was for practical inservice sessions, relevant to everyday problems, with less emphasis on educational theory. Several respondents asked that future sessions be divided into elementary and secondary groups.

SUMMARY AND RECOMMENDATIONS

Elementary Program

Continuation of the Bilingual Program into the fifth and sixth grades resulted in pupil achievement at least equal to peer groups at Vieau in English reading and mathematics. Attitudes toward school were positive for both groups. In addition, Bilingual Program pupils demonstrated a high level of achievement in Spanish Language Arts.

Bilingual Reading

Gains in reading scores at South Division more than doubled those stated in the objective. Since the posttest mean grade equivalent of one group was 9.1 and since Level 4 (Grades 6-9) of the California Achievement Test has been the highest level used to test reading skills in the Bilingual Reading Centers, the possibility of testing those students with more advanced reading skills at a higher level of the CAT should be considered. Level 5 (Grades 9-12) could be administered to those having previously achieved grade equivalents of ten to 12 on Level 4 tests.

At Kosciuszko, the classroom teacher and the supervising teacher felt greater progress could have been made if the classroom teacher had been able to complete the year.

Spanish for Spanish Speakers

After administration of the first level (Level A) of the Pimsleur Spanish Proficiency Test and the Common Concepts Foreign Language Test, there was general agreement on the part of teaching and administrative staff that these two tests were too elementary for senior high school students, most of them quite proficient in Spanish*. A higher level of the Pimsleur Test is available and should be considered for pupils with more highly-developed Spanish language skills. It is further suggested that Level 1 students appear to be capable of achievement at higher criterion levels in Spanish reading and writing.

Inservice Training

Inservice training was perceived as an important component of the Bilingual Program. More programming should be directed toward the expressed need of staff members to meet in elementary/secondary groups to solve problems associated with bilingual education.

A Concluding Statement

The development of a bilingual curriculum for fifth and sixth grade moved the project very close to the goal of a K-12 Bilingual Program. One of the original goals, grade-level achievement by the end of sixth grade, was demonstrated. The pilot bilingual project at Vieau School has shown that, through bilingual/bicultural education, elementary pupils of Hispano heritage can absorb

* Eighty-nine of those students in all levels of the Spanish for Spanish Speakers' class at South Division who took the Pimsleur Reading Test, 61 percent of those who took the Pimsleur Writing Test, and 70 percent of those who took the Common Concepts Tests achieved scores in the eighth or ninth stanine.

the regular school curriculum. In addition, their lives have been enriched by the ability to communicate in two languages and to feel at home in two cultures.

At the secondary level, students were able to learn to improve both English and Spanish language skills in classes which emphasized the advantages of membership in two complementary cultures.

The elementary and secondary courses described in this report were successful in meeting the educational needs of a group of Milwaukee youth. Guidelines and instructional materials developed by Bilingual Program staff for these courses are now available as models which may be implemented wherever the need arises.